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ABSTRACT

This module consists of materials designed for use in an inservice program which, in its entirety, runs 16 hours. Instructions for conducting the Workshop Activities are included at appropriate intervals throughout the module. The program is divided into three units: (1) awareness of sex sterotyping in self, society and schools; (2) setting goals to reduce sexism in one's own school; and (3) action planning in task forces. Each unit gives methods, rationale, objectives, list of materials, and time limits required, as well as specific instructions for workship activities and copies of all handouts used. The module is designed for presentation to teachers, librarians, school personnel and parents who serve on curriculum or advisory committees. All members of the educational community who are committed to carrying out programs that will diminish sex role sterotyping will find the module helpful. (Author)

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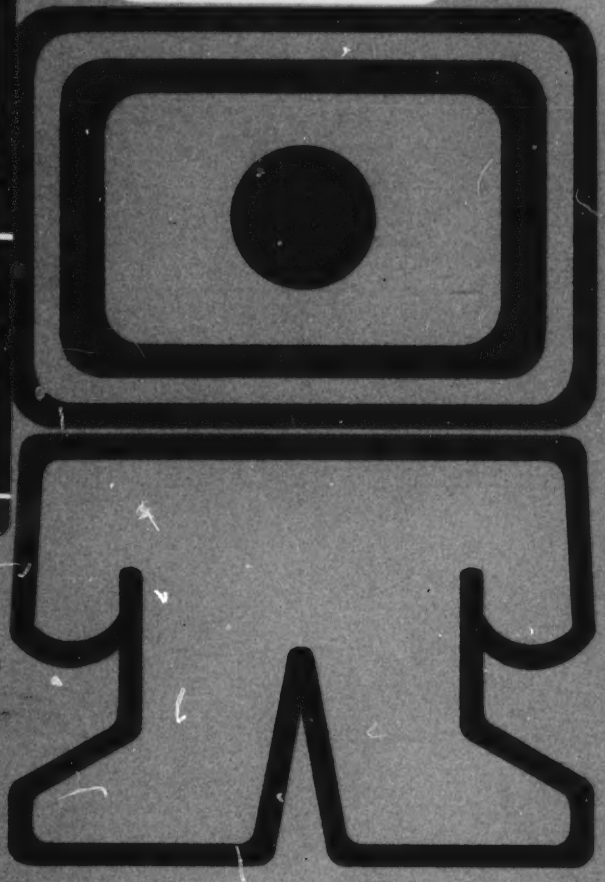

freedom for individual development

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the U.S. Office of Education,
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TEACHING METHODS AND INSTRUCTIONAL MATERIALS

CG 013018

Wisconsin Department of Public Instruction Barbara Thompson, Ph.D., State Superintendent

TEACHING METHODS AND INSTRUCTIONAL MATERIALS

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PHILOSOPHICAL STATEMENT

We believe that every human being regardless of sex has a right to develop individual potential, to achieve self fulfillment and self actualization, and to pursue the fulfillment of his or her own creative, emotional, and intellectual aspirations.

We believe that sex roles are not dictated by or justifiable on the basis of biological differences between females and males. There is sufficient evidence that sex roles are learned and that sex roles are cultural creations. All cultures assign different activities, jobs, characteristics, and attitudes to males and females. However, characteristics regarded as "female" in one culture may be found to be "male" in another. The biological differences which do exist between males and females should not be part of the definitions of femininity and masculinity.

People are bombarded each day in many ways with images of what men and women ought to be. Television, newspapers, advertising, radios, and books create standards of masculinity and femininity. The facts and figures included in these modules show that in reality, few people actually fit these stereotypes, even though these stereotypes are accepted as conscious or unconscious models of appropriate sex role behavior by which we judge ourselves. *We believe that these stereotypes are outdated and dysfunctional. . . they do not reflect the reality of adult living for most people.*

Any discussion of sex roles necessarily includes both the female and the male role. Stereotypes reflect and perpetuate attitudes and practices which polarize women and men, and exaggerate their differences. The result is a denial of opportunity to both sexes. Therefore we are committed to both males and females becoming free of rigid sex role expectations. However, we are primarily committed to promoting the educational equity of girls and women. *We believe* that their aspirations and opportunities have been severely limited. We recognize that many women are satisfied and fulfilled by their roles as spouse, parent, and/or worker. Many individual women feel equal to individual men.

In the larger social context, however, the facts are quite compelling. Women have not attained equality with men even in the most visible spheres such as employment. The earnings gap between male and female workers is <u>increasing</u>, not decreasing. Employment is just <u>one</u> area in which women are discriminated against. All major social institutions work together to define "Women's Place" as secondary to men's. The qualities and tasks associated with being female have less value than those associated with being male.

The importance and value of maintaining a home and raising children to society as a whole has been severely undervalued or completely ignored. The qualities of nurturance and cooperation have been devalued in a time when these qualities are needed for the survival of humankind. The devaluation of women's work in the home follows them into the public sphere where both men and women expect and judge men's work to be better.

We believe that training women and men in less sex stereotyped ways will create more flexible individuals who will respect, value and be capable of fulfilling a variety of adult roles. *We believe* that preparation of both males and females based on the notions of equal participation and responsibility for family life, plus a recognition of the value of nurturance and childcare, will result in more stable families.

Although we believe that most women currently experience minority status in this culture, it is clear that women of color and poor women suffer double and sometimes triple discrimination. It is important to understand the links and similarities of stereotyping and discrimination while also recognizing the diversity of culture and situation. We encourage users of these modules to consider the issues presented in the context of cultural pluralism.

We believe that education is an excellent "target" for implementing social change. Schools play a crucial role in mediating between the adult world on the one hand and school age children on the other. By the time a student graduates from high school she or he has spent 10,000 hours in the classroom. The knowledge and values brought by a child to the school will either be reinforced or discouraged during the process of becoming an educated person. One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The values of individuality and self fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be the widest possible variation in outcome consistent with the range of individual differences among people regardless of sex.

We believe that justice and wisdom require that each of us re-examine our assumptions about the differences between females and males, and become aware of how the socialization process encourages us to form expectations and stereotype individuals on the basis of sex. *We believe* that attitudinal and behavioral changes are necessary. Attitudinal change occurs sequentially, newer and more complex forms of learning are built on previous experiences and information. *We believe* the relationship between attitudinal change and behavioral change is cyclical: altered attitudes influence behaviors and new behaviors influence attitudes.

It is our sincere hope that the Freedom for Individual Development modules will: initiate dialogue; increase participants' knowledge and awareness of the issues; provide a means for developing new skills; and facilitate an understanding of the spirit and intent of state and federal legislation promoting educational equity for girls and women. Most importantly we desire to motivate and unleash the vast potential of educators as change agents.

Freedom for Individual Development Project Staff
August 1977

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MATERIALS NEEDED FOR THIS MODULE

The following is a checklist of materials you will need to assemble before this program can begin. This is a complete list of all materials needed for all three units of the module. We have provided this list for your convenience and suggest that you copy the list to use as a "shopper's guide" in preparation for the module.

Felt-tip Pens
Newsprint pad
Masking Tape
Pencils
Sexism Boxes:

The boxes may include items which are in themselves, sexist, such as:

Advertisements in newspapers and magazines and catalogs which depict sex role stereotyping.
Examples of billboards and signs (As shown in Ms Magazine's monthly "No Comment" section).

Children's books depicting sex role stereotyping in the illustrations
Memos, form letters (Chairmen, Dear Sir, Gentlemen).
Institutional forms (Many school information forms ask for father's name and occupation, but not mother's).
Pages from telephone books and directories.
Greeting cards.
Girl Scout or Boy Scout hats, pins, etc.
Boxes may also be made to include items which are not in themselves sexist, but which are symbolically associated with male and female roles, such as: Tools, kitchen utensils, sports equipment, sewing accessories,infants' and children's toys.

Sex-Role Collage:

Art materials:

magazines, newspapers, advertisements, construction paper, glue, tape, scissors, felt pieces, crayons, cloth scraps, yarn, string, tissue paper, glitter, cardboard tubes, etc.

School or District Policy Manuals, if available
Sampling of instructional materials used by participants--excluding instrumental music or high school mathematics materials

TO THE TRAINER. . .

RECRUITMENT AND SELECTION OF APPROPRIATE TRAINERS

The importance of selecting the appropriate trainer to implement this module cannot be over-stressed. The success or failure of the inservice rests to a large degree upon the commitment and skill of the trainer. The trainer should possess the following qualifications:

1. Group process skills.

2. Comfort with the content of the module and a sound commitment to the elimination of sex role stereotyping.

3. Adequate advance time for preparation. The trainer must allow time to read the module thoroughly several times prior to the training session in order to gain full understanding and command of the progression.

4. Teaching experience, preferably with both adults and children.

GROUP SIZE

This inservice may be given to large groups of people, but many of the Workshop Activities are designed for small groups, and must be presented on that basis to be effective. The small groups should be limited to no more than eight. Five or six in a group is ideal.

GROUP COMPOSITION

This module is designed for use specifically with teachers, librarians, and all school personnel responsible for making decisions regarding teaching methods and policies, as well as choices of instructional material. Advisory committees and curriculum boards or committees are also potential users of the module.

ROOM AND SEATING ARRANGEMENTS

Discussion and group participation are facilitated when participants are in face-to-face contact with each other. Some parts, or all, of the exercises and activities in the module are designed to be conducted on a small group basis--i.e. with five to eight participants seated around small tables, several tables to a room. Because of the mobility required in arranging for the small groups, this inservice program will not work in an auditorium or room with fixed seating arrangements.

SOME QUESTIONS AND ANSWERS ABOUT THIS MODULE

What is contained in the module?

The module consists of materials designed for use in an inservice program which, in its entirety, runs 16 hours. Instructions for conducting the Workshop Activities are included at appropriate intervals throughout the module.

What information is covered in the module?

The program is divided into three units:

1. Awareness of Sex Stereotyping in Self, Society and Schools.
2. Setting Goals to Reduce Sexism in One's Own School.
3. Action Planning in Task Forces.

How long is each unit?

The first unit is eight hours long, Units 2 and 3 require four hours each.

How is each unit organized?

Each unit contains:

1. An overview of the unit including the methods, rationale, objectives, list of materials, and time limit for the unit.
2. Specific instructions for each of the Workshop Activities.
3. All handouts used in the unit.

Who is the audience for this module?

The module is designed for presentation to teachers, librarians, school personnel and parents who may serve on curriculum or advisory committees.

What are the characteristics of the participants?

Persons with direct responsibility for decisions relating to educational materials, teaching and curricular policies will benefit from the material in this module. All members of the educational community, as well as parents and citizens on school committees who are committed to effecting programs that will diminish role stereotyping will find this module helpful. Persons with some expertise in the issues of equity and role stereotyping may function as valuable resources in the small group activities.

EVALUATION TOOLS

PRE- AND POST-SURVEYS I AND II

INSTRUCTIONS

1. Duplicate sufficient copies of Survey I and Survey II for there to be two copies of each for each participant.

2. At the beginning of the first workshop session, have each participant complete Survey I and Survey II. Have each draw a number from a box of numbers (all different), and record that number on both forms. Ask each person to record their number in some place where they can refer to it again, when post-tests are administered.

3. Collect completed forms of both surveys. Do not discuss the contents of either instrument with participants.

4. After completion of the last workshop session, distribute copies of Survey I and Survey II to each participant. Ask them to complete both forms, after recording on each the same number they wrote on both forms at the start of the workshop.

SCORING

To score Survey I, assign values to responses as they are circled (5 points for a circled 5, 4 points for a 4, etc.) for each odd-numbered item. For even-numbered items, assign values inversely (1 point for a 5, 2 for a 4, etc.). Total the item scores for scores on the total Survey I.

Increases in scores are intended to indicate increased awareness. Pre- and post-scores can be used to indicate:

a. The comparison of scores (pre and post) for individuals;

b. The number of individuals who show gains and losses;

c. Average gains and losses;

d. Group average scores;

e. Average gains on individual items.

To score items one to ten in Survey II, assign number values corresponding to the numbers circled (5 points for 5, 4 points for 4, etc.). Add the scores for each item for a total score. These item scores and total scores can be used to indicate pre-post differences, as in Survey I.

Items eleven to fifteen are open ended, requiring listings of things by the participants. Their usefulness in evaluating the workshop can be in comparing the quality and length of pre and post lists by individuals on each item, and in comparing the quality and length of cumulative lists for the total group on each item.

THE FOLLOW-UP EVALUATION FORM, TRAINER EVALUATION FORM AND SURVEY III.

The Follow-Up Evaluation Form should be used three times after completion of the workshop: after one month, after three months, and after six months duration. It can be administered by the workshop trainer, or by building administrators, and should involve both comparing with participants and observing to corroborate findings.

The purpose of this process is to ennumerate specific changes which may have taken place because of the workshop.

After the last session of the workshop, the trainer should complete the Trainer Evaluation Form, so that his/her perceptions are considered as part of overall workshop evaluation.

Survey III is intended to provide for collecting very specific data from individual participants, and is therefore designed to be open-ended. It should be administered only after completion of the workshop.

EVALUATION OF THE INDIVIDUAL WORKSHOP ACTIVITIES

INSTRUCTIONS

1. Duplicate sufficient copies of Unit 1 Evaluation forms for use by each participant twice during Unit 1.

2. If you plan to use Units 2 and 3, be sure to duplicate sufficient copies of Unit 2 and Unit 3 Evaluation forms. They will be used only once--at the end of the unit.

3. The Unit Evaluation forms are to be completed anonymously.

SCORING

To score, assign number values to each response commensurate with the number circled. Compute an average score for each item. Results will give you a rough indication of growth in awareness or understandings as perceived by participants in relation to each item.

Written comments might be used by the trainer to:

a. Identify areas of confusion or dissatisfaction in the group.

b. Make changes in the amount of time or emphasis given to specific sections of subsequent activities.

c. Evaluate the perceived worth of separate activities.

d. As additional data for the evaluation of the workshop.

This is recommended if a written evaluation of the workshop is requested by your school or school system.

SURVEY I

Instructions: After reading each statement, circle the number which most nearly approximates the extent of agreement or disagreement you feel about the statement.

1. Prevailing attitudes regarding sex roles in our society have an influence on teachers' behaviors in school settings.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

2. Sex role expectations are the same among different cultural/ethnic groups in our society.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

3. Sex role stereotyping in our society has influenced my own individual development.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

4. Traditional concepts of a "mentally healthy" person in our society have the same effect upon both men and women.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

5. Many commonly used printed materials in our society perpetuate existing sex role stereotypes.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

6. My early socialization at home was generally free of sex role stereotyping influences.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

7. There are many disadvantages to continuing sex role stereotyping in schools.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

8. Generally, the roles of men in our society should differ from the roles of women.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

9. There are many advantages to reducing sex role stereotyping in schools.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

10. My early socialization at school was generally free of sex role stereotyping influences.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

11. Sex role stereotyping has influenced my behavior as a teacher.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

12. Perceptions of the influence of sex role stereotyping are pretty much the same among teachers at my school.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1	2	3	4	5

SURVEY II

Instructions: After reading each statement, circle the number which most nearly approximates the extent of agreement or disagreement you feel about the statement.

1. I am informed about the impact of sex role stereotyping on classroom instruction.

Very poorly informed — 1 2 3 4 5 — Very well informed

2. I can teach students how to analyze texts and instructional materials for sexism.

Unprepared to do so — 1 2 3 4 5 — Very well prepared to do so

3. I have gathered information regarding sexism in my school.

Very little information — 1 2 3 4 5 — Very much information

4. I am aware of the extent of sex role stereotyping among the faculty at my school.

Very little awareness — 1 2 3 4 5 — Very aware

5. I am aware of the extent to which sex role stereotyping influences my own teaching.

Very little awareness — 1 2 3 4 5 — Very aware

6. I am aware of the extent to which policies in my school are biased by sex role stereotyping.

Very little awareness — 1 2 3 4 5 — Very aware

7. I am informed about the extent and nature of sex role stereotyping in texts and instructional materials.

Very poorly informed — 1 2 3 4 5 — Very well informed

8. I have identified activities and methods which I can use in my teaching to reduce the influences of sex role stereotyping.

None — 1 2 3 4 5 — Many

9. I feel prepared to influence other faculty about the negative impact of sex role stereotyping in my school.

Very poorly prepared — 1 2 3 4 5 — Very well prepared

10. I consider myself to be an adversary of sex role stereotyping in education.

Not at all — 1 2 3 4 5 — Very much so

B. In this section, answer each question as completely as you can.

11. Some criteria for examining texts and instructional materials for sexism are: (List)

12. Some examples of sex bias in school policy include: (List)

13. Examples of sex bias in classroom instruction include: (List)

14. Some activities and methods I can use in my teaching to reduce the influences of sex role stereotyping are: (List)

15. Some specific advantages to be gained by reducing sex role stereotyping in school include: (List)

SURVEY III

Instructions: This survey is to be filled out after the workshop has been completed. Please answer each item below as thoroughly as possible. Do not sign your name.

1. As a result of this workshop, I have learned:

   A. _____

   _____

   B. _____

   _____

   C. _____

   _____

   D. _____

   _____

2. As a result of this workshop, I have changed my thinking about

   Myself: _____

   _____

   _____

   _____

   My school: _____

   _____

   _____

   _____

Society: _____

_____

_____

_____

3. As a result of this workshop, I intend to do these things differently:

A. _____

_____

B. _____

_____

C. _____

_____

D. _____

_____

4. The facilitator of this workshop was: _____

_____

_____

_____

5. Further comments? _____

_____

_____

_____

Trainer Evaluation Form

Instructions: This form should be completed after the final workshop session by the trainer (person responsible for leading workshop session). Comments are solicited concerning the trainer's perceptionr of: 1) the participants' response to the workshop 2) the design of the workshop and his/her own effectiveness as a trainer.

I. Participants' response

A. General response to topic (enthusiasm, commitment, concern, etc.)

B. Atmosphere during sessions (congeniality, informality, etc.)

C. Communications among participants (openness, involvement, participation, etc.)

D. Goal setting process (achieve observability, obtainability, specificity, control?)

E. Other comments:

II. Workshop Design

A. Appropriateness of goals

B. Adequacy of time

C. Sequence of activities

D. Effectiveness of activities

E. Evaluation process

III. Self-Evaluation of Trainer

A. Creation of atmosphere conducive to group communication and learning (awareness of group dynamics, process observation skills)

B. Communications skills (giving instructions, eliciting and giving feedback, non-verbal communication, dealing with conflict, etc.)

C. Knowledge of content (ability to give answers or sources when necessary, evidence of reading in field)

D. Relations with individual students (knew names, responded to individual needs, expressive of concern, etc.)

Follow-Up Evaluation Form:

Sex-Role Stereotyping Workshop

Name of Participant: _____

Name of Data Collector: _____

Date: _____ _____ _____
(one month) (three months) (six months)

Instructions: The purpose of this form is to gather evidence of specific attempts to reduce sex role stereotyping practices by participants in a workshop on sex role stereotyping in the school curriculum and instructional materials. The form should be completed in conference with the participant three times: one month, three months and six months after completion of the workshop.

Whenever possible, changes should be listed only if evidence is available at the time. The purpose here is to list more than good intentions, but rather changes which have in fact been implemented.

Today in our country we all have the right to vote and to enter into the political process. In the past...this was not so. The idea of individual freedom today takes on a different connotation than the right to vote. We now realize that people can be legally, physically and economically free but inside their minds, they can set limits which prohibit their own individual development and the individual development of others. We have concepts and attitudes which are deeply ingrained in our thinking. When we live with and educate our children, both in our roles as parents and as teachers, we can pass on to children a way of thinking that limits their opportunities.

To continue to prepare young women and men for roles of a past era would be a disastrous mistake. Society's institutions must prepare them for the future....Schools seem to recognize their responsibilities as change agents in general. It is urgent for them to recognize the part they can play in eliminating sex role stereotyping.

--Barbara Thompson
State Superintendent of
Public Instruction
Wisconsin

INTRODUCTION

The nation's public school system forms an integral part of the cultural environment in which we are socialized. Recent scrutiny of discriminatory practices and attitudes which have been a part of our social fabric has produced a re-evaluation of each of the basic social units or components responsible for tracking us toward a productive adult role. Current studies document clearly that role stereotyping is a widespread phenomenon and that many children are thoroughly indoctrinated by the time they enter school. Research also indicates the extent to which the schools reinforce and institutionalize the basic messages in our culture.

This module outlines an inservice program for school personnel which is aimed at individual and institutional change in the area of sex stereotyping in the school environment. The module focuses actively on the issue in two ways:

1. It is designed to expand awareness of school employees of the effects of sexism in society on attitudes and behavior of oneself and others.

2. It provides educators with an opportunity to deal with sex role stereotyping, using a problem-solving technique as a means of effecting change.

Conducted in a small group setting, these activities will enhance awareness of the importance of social, educational and economic equity for all members and classes of society.

Unit 1
Awareness of Sex Stereotyping in Self, Society and Schools

SUMMARY

This unit consists of seven parts.

The purpose of the first and second parts is to acquaint participants with one another and introduce them to the purpose of the module.

Method:

1. Trainer conducts warm-up activity.
2. Trainer introduces concept of role stereotyping through use of questionnaire and sex role autobiography.

The purpose of the third and fourth parts is to lead participants in an exploration of their own attitudes regarding sex role stereotyping.

Method:

1. Trainer conducts activities which elicit individual responses and experiences, and facilitates discussions that document role stereotypes.

The purpose of the fifth part is to explore the attitudes school faculty have toward sex role stereotyping.

Method:

1. Trainer distributes opinionnaires on sex role stereotyping in school and processes group analysis of the results.

The purpose of the sixth and seventh parts is to introduce participants to methods of taking an active role in dealing with sex stereotyping in their schools.

Method:

1. Trainer facilitates an analysis of the advantages and disadvantages of reducing sex role stereotyping.
2. Trainer presents a lecturette on the implications of sexism in the educational system.

UNIT 1

AWARENESS OF SEX STEREOTYPING IN SELF, SOCIETY AND SCHOOLS

RATIONALE

The examination of specific aspects of one's personal history can increase understanding and awareness of presently held attitudes regarding sex roles in our society. Focusing on the dynamics of one's developmental past in a non-threatening environment can support application of this understanding and awareness. The examination of the participants' self-perceptions, in the light of traditionally held societal views of masculinity and femininity and mental health, and the implications of these perceptions, is necessary before specific school and curriculum issues regarding sexism can be addressed.

OBJECTIVES

1. To develop awareness of personality characteristics traditionally viewed as "masculine" and "feminine" in our society, and to apply this awareness to the participants' real and ideal self-perceptions.

2. To develop awareness and knowledge of the "double standard" present in our society regarding sex roles and mental health.

3. To increase awareness of significant influences on the development of attitudes toward sex roles in our society, and the influence on members of various racial/ethnic groups.

4. To identify specific incidents and persons who have affected the participants' attitudes toward sex roles.

5. To recognize the implications of presently held attitudes on behavior in school settings.

6. To increase awareness of the manifestations of sexism in our society.

7. To increase awareness of diverse perceptions of sexism by participants.

MATERIALS

Newsprint pad
Masking tape
Pencils
Sexism Boxes:

The boxes may include items which are, in themselves, sexist, such as:

Advertisments in newspapers and magazines and catalogs which depict sex role stereotyping.
Examples of billboards and signs (as shown in Ms. Magazine's monthly "No Comment" section).
Children's books depicting sex role stereotying in the illustrations.
Memos, form letters (Chairmen, Dear Sir, Gentlemen).

Institutional forms (Many school information forms ask for father's name, and occupation, but not mother's).
Pages from telephone books and directories.
Greeting cards.
Girl Scout or Boy Scout hats, pins, etc.
Boxes may also be made to include items which are not in themselves sexist, but which are symbolically associated with male and female roles, such as: Tools, kitchen utensils, sports equipment, sewing accessories, infants' and children's toys.

Sex-Role Collage

Art Materials: magazines, newspapers, advertisments, construction paper, glue, tape, scissors, felt pieces, crayons, cloth scraps, yarn, string, tissue paper, glitter, cardboard tubes, etc.

Handouts:

#1 Sex Role Stereotype Questionnaire
#2 Sentence Completion Exercise
#3 Double Discrimination Against Minority Girls and Women
#4 Living Conditions and the Minority Woman
#5 Unit 1 Evaluation
#6 Faculty Opinionnarie on Sex Role in Schools
#7 Checking You Schools for Sexism - Overt Curriculum Checklist
#8 Checking Your Schools for Sexism - Hidden Curriculum Checklist
#9 Additional Notes on the Use of the Overt Curriculum Checklist
#10 Unit 1 Evaluation

TIME

8 hours

WORKSHOP ACTIVITIES

A. WARM-UP EXERCISE (20 minutes)

INSTRUCTIONS

1. *Before the activity can begin, trainer selects a variety of statements* from the list below, which reflect a variety of points of view regarding the issue of gender-role stereotyping.

These statements are written on large cards or large sheets of newsprint and should be placed on the walls in the room before the participants arrive.

The following is the list of statements to choose from:

As long as a woman is prouder and happier to bring a boy rather than a girl into the world, it will be proof that woman's victory has not been won.

-Francoise Parturier, 1968

The average family's household chores take 67 hours a week--56 by the mother, 11 by the working father. Even when the woman takes an outside job, she still puts in 42 hours a week at home. The man doesn't contribute more than 11, even when his wife works.

-New York State College of Human Ecology, Cornell University

I do not refer to myself as a "housewife" for the reason that I did not marry a house.

-Wilma Scott Heide, president of NOW, 1973

Well, we've never sent any women into space because we haven't had a good reason to. We fully envision, however, that in the near future we will fly women into space and use them the same way we use them on earth--for the same purpose.

-Astronaut James Lovell

A woman should not be president; it's not the way God intended it to be. Yes, a woman could become president, but she'd have to become more and more like a man to handle the job. One of our problems today is that women

are becoming more like men and men are becoming more like women. That's against God's will.

-Anita Bryant

Equality of rights under the law should not be denied or abridged by the United States or by any state on account of sex. Just as it was true...of the 19th amendment, so it is true of the equal rights amendment: women want only what is their due. They want to be treated as whole citizens. They want to be recognized as having a full stake in the life of our nation.

-Former Rep. Florence Dwyer,
New Jersey

You have to forgive her--her father was probably a man.

-Ellen Le Vine

I am not one of those who believe--broadly speaking--that women are better than men. We have not wrecked railroads, nor corrupted Legislatures, nor done many unholy things that men have done; but then we must remember that we have not had the chance.

-Jane Addams, 1897

So what's wrong with being a sex object?

-Mrs. J.J. Jaboe, President
Anti-Women's Liberation League

I just resent this women's lib business. Equal rights--we don't need that. It's silly.

-Martha Mitchell

Saudi Arabian women cannot go outside uncovered and can be publicly stoned to death for adultery. Unmarried foreign women are not granted visas to the country if they are unaccompanied by a man.

Asked how he felt about women's liberation, John Wayne replied, "I think they have a right to work anywhere they wanna--as long as they have dinner ready when ya get home."

Some people say women don't need any such protection (like protective legislation).

But it's been my observation after many years of law practice that many women marry sorry husbands and do need protection from ornery men.

-Former U.S. Senator, Sam J. Ervin

We hold these truths to be self-evident, that all children are created equal, with certain God-given rights which cannot be taken away, among which are life, liberty, and the pursuit of happiness...

-Day Care and Child Development Council of America, Inc.

In England, in April 1975, the House of Lords decided by a 3-to-2 vote that a man cannot be convicted of rape if he sincerely believed that his alleged victim had consented to sexual intercourse--no matter how unreasonable his belief might have been and despite any protestations the victim may have made.

Black women have suffered cruelly in this society from living the phenomenon of being Black and female, in a country that is both racist and sexist...history, past or present, deals with the malicious abuse put upon the Black woman. We were seen as breeders by the master; despised and historically polarized from/by the master's wife; and looked upon as castraters by our lovers and husbands. The Black woman has had to be strong, yet we are persecuted for having survived. We have been called "matriarchs" by white racists and Black nationalists; we have virtually no positive self-images to validate our existence. Black women want to be proud, dignified and free from all those false definitions of beauty and womanhood that are unrealistic and unnatural. We, not white men or Black men, must define our own self-image as Black women and not fall into the mistake of being placed upon the pedestal which is even being rejected by white women. It has been hard for Black women to emerge from the myriad of distorted images that have portrayed us as grinning Beulahs, castrating Sapphires and pancake box Jemimahs. As Black Feminists we realized the need to establish ourselves as an independent Black Feminist organization.

-Margaret Sloan
National Black Femininist Organization

I was over to your country. I wanted to raise my children over there, but you did not give me any time. I came over to this country to raise my children and have a little peace. That is all I have to say to you. I want you to go back where you came from. These are the people that I am going to stay with, and raise my children with.

-The-One-Who-Speaks-Once,
female member of Sitting Bull's
tribe, in exile in Canada, during
a meeting with U.S. General Alfed Terry
1877

Phyllis Wheatley, who was born in Senegal in 1753, and sold into slavery in Boston, gained acclaim as one of the nation's first poets when she was 17. Only one slim volume of her verse remains, including a widely praised poem to "His Excellency George Washington," who thanked her in 1776 for these immortal words:

Proceed, great chief, with virtue on thy side
Thy ev'ry action let the goddess guide,
A crown, a mansion, and a throne that shine,
With gold unfading, Washington, be thine.

Women can, of course, be educated, but their minds are not adapted to the higher sciences, philosophy, or certain of the arts.

-G.W.F. Hegel

It is the weak who are cruel. Gentleness can only be expected from the strong.

-Leo Rosten

One people cannot oppress another people without experiencing conflict and becoming dehumanized themselves.

-Anon.

2. As participants arrive, *instruct them to go around the room and read the statements.*

3. After all the participants have arrived and read the statements, *instruct them to stand by the statement that had the strongest emotional impact--either positive or negative--for them.*

4. *Encourage participants* who are standing by the same statements *to discuss why they chose that particular statement. The trainer should avoid judgmental responses to the participants' selections and should discourage other participants from making judgmental responses as well.*

B. SEX ROLE STEREOTYPE QUESTIONNAIRE AND DISCUSSION (1 hour)

It is important that the Handout used in this exercise is administered with no title or introduction, as preconceived ideas about the purpose could change participants' responses. This exercise provides an excellent opportunity for exploring racial/cultural differences and similarities if participants represent a variety of racial/cultural groups.

INSTRUCTIONS

1. *Distribute Handout #1:* Sex-Role Stereotype Questionnaire.

2. *Inform the participants that:*

"I will explain what this questionnaire is all about after you have answered it. However, for the purposes of this exercise please answer it without preliminary discussion or questions. The questionnaire will not be collected, and we will share our answers later on an individually determined basis."

3. *Give the following directions:*

"Please rank yourself on the 38 bipolar items by circling the appropriate number on the scale of each item."

Allow participants 10 minutes to complete this task.

Some individuals may object to the forced choice nature of the items on the questionnaire. For example, individuals may point out that they are very aggressive in some situations and not at all aggressive in others...*It should be pointed out that the questionnaire's intention is to get at over-all characteristics and style and that persons who felt that the number of situations in which they were very aggressive were approximately equal to the number of situations in which they were not very aggressive should indicate this by giving themselves a rating of 4 on aggressiveness.*

4. After participants have completed ranking themselves, *instruct them to:*

"Go through each item again, this time placing an 'X' on the number representing where your "ideal self" would be ranked. The "ideal self" answers may be the same as your previous rankings."

Allow participants 10 minutes to complete the "ideal self" ranking.

Participants may raise questions about what constitutes the "best" answer pattern. This reflects our strong socialization toward the concept that there must be "right" and "wrong" answers to any questionnaire. *The trainer should point out that the purpose of this exercise is to examine, not evaluate, the participants' self-perceptions in ranking on the questionnaire.*

5. When participants have completed the "ideal self" ranking, *give a brief descriptive background of the questionnaire:*

"The Broverman and Clarkson Stereotypic Questionnaire, representing a "masculine" pole on the right, and a "feminine" pole on the left, was developed by asking college men and women to categorize items according to which they thought represented men and which they thought represented women.

The questionnaire was administered to 79 clinicians--including psychologists, psychiatrists and social workers--of which 46 were men and 33 were women. The clinicians were asked to use the questionnaire to describe a mature, healthy, socially competent (a) adult, (b) man, or (c) woman. The adult and masculine concepts of health did not differ significantly, but a significant difference was found between the adult and feminine health concepts. In other words, healthy men were described by clinicians as healthy adults, but healthy women were not."

6. *Ask the participants to note the following:*

a. The over-all pattern of their answers. Were most in the middle, to the right or left, or scattered?

b. The items in which their answers were particularly high or low.

c. The items on which there were discrepancies between their real and ideal self-perceptions.

d. The directions in which changes were made from real to ideal. For the most part, individuals should be asked to total the number of items in which the move was in the opposite direction.

These can be summarized for men and women in the group and then discussed.

Specifically ask the participants to count the number of items in which the X is to the right of number 4, and the number of items in which the X is to the left of the 4. In some cases, of course, there will be no movement. *The trainer should summarize this information on a chart or chalkboard.*

7. *A discussion should follow, taking up remaining time in the hour, focusing on:*

a. Individual reactions, opinions, and feelings regarding the questionnaire. How do the items and the group responses reflect sex role stereotyping in society?

b. The perceived meanings of various patterns of answers to individuals.

c. The perceived meanings of the directions of the movement from real self to ideal self. Basically, do women and men in the group generally see their ideal selves as more "masculine" or "feminine" than their real selves? What does this mean for each group?

d. How is the "double standard" of mental health regarding sex role stereotyping reinforced in society, and what are the implications? What evidence can individuals report from personal experience?

C. SEX ROLE AUTOBIOGRAPHY (1 hour and 20 minutes)

This workshop activity provides an excellent opportunity for exploring racial/cultural differences and similarities if participants represent a variety of racial/cultural groups. The trainer may facilitate the presentation and comparison of these differences and similarities during

the discussion, with particular emphasis on how they affect individual development. If minority groups are not represented among participants, the trainer should assume responsibility for pointing out minority issues and concerns.

INSTRUCTIONS

1. This is a sentence completion activity. *The sentences can either be written on the board or newsprint, or Handout #2 may be copied for each participant, depending on group size.*

The eleven completion sentences are:

1. Because I was a girl/boy, I was treated differently in school in the following ways:

a. elementary school....
b. middle school-junior high school....
c. senior high school....

2. When I was growing up, women in my culture....

3. When I was growing up, men in my culture....

4. Women in my family thought a woman should be....

5. Men in my family thought a man should be....

6. Women in my family thought a man should be....

7. Men in my family thought a woman should be....

8. A woman should be....

9. A man should be....

10. My children will probably think a man should be....

11. My children will probably think a woman should be....

2. *Give the participants the following directions:*

"This is a sentence completion exercise. Your answers may be as specific or general as you wish. There are no "right" or "wrong" answers. If you draw a blank, and feel you cannot come up with an answer to one of the sentences, don't worry. Perhaps during the discussion something will come to mind. You have 20 minutes to complete the sentences."

3. After 20 minutes, *divide participants into small groups of 5-7.*

4. *Distribute Handouts #3 and #4:* Double Discrimination Against Minority Girls and Women, and Living Conditions and the Minority Woman. *Give participants 5 minutes to read through the two handouts. While participants read, the trainer can use this time to record the four discussion issues (listed under step 5) on a chart or chalkboard so participants may refer to them during the small group discussion.*

5. Instruct participants to discuss their specific sentence completion answers, and to relate those answers and the information they have learned from Handouts #3 and #4 to the following discussion issues:

a. Differences and similarities in familial/ cultural influences on attitudes toward sex.

Since participants will be generally aware of the basic values underlying this workshop, it is possible for an attitude of condescension to develop regarding cultures where sex role stereotyping is strongly ingrained. The trainer should facilitate the discussion in such a way that this information is used in a constructive way, so that the exercise does not deteriorate into a critique of other cultures. The purpose of the exercise is to increase awareness and understanding of the ways in which one's history, including one's cultural heritage, has influenced that person's development and attitudes. These differences should be viewed in an accenting and positive manner. In response to Handouts #3 and #4, the trainer will want to point out that in addition to generalized social discrimination

against minority women, there also exists discrimination against minority women by white women.

b. Present influences from family and culture on attitudes toward sex roles.

In the discussion of familial differences it is important that the trainer facilitate a discussion which views a variety of family forms as acceptable rather than one which emphasizes the nuclear family as "normal." During the discussion the trainer will want to point out the discrimination which is commonly expressed against those families not seen as "normal" or "complete."

c. Differences and similarities in attitudes between participants and their parents.

d. Differences and similarities in school influence. Were school influences consistent with, or in conflict with, familial influences?

6. *Allow 5 minutes for small group discussion.* Then re-assemble participants in large groups to summarize their findings with the guidance of the trainer. *Allow 10 minutes for this summarizing process.*

D(1). SEXISM BOX (1 hour)

Trainer chooses to do either Activity D (1): Sexism Box, or Activity D (2): Sex-Role Collage. D (1): Sexism Box is preferable because of the richness and variety of materials, but it may take more time to prepare. The trainer should not feel obliged to obtain all the materials suggested. Materials can continuously be added over a period of time.

This activity is an adaptation of Racism Boxes developed by Halverson and Latimer (Type A) and Anderson and Williams (Type B).

INSTRUCTIONS

1. *Divide participants into small groups of 5-7 people.*

2. *Have each participant pick 1 or 2 items from the Sexism Boxes.*

3. *Instruct participants to state what they perceive to be the relationship of their object to sexism.* Other members of the small

group may add to their statements, or disagree. Another participant will discuss his/her item until all have discussed their objects.

It is very important to emphasize to participants that the discussion is to focus on why an item may be perceived as sexist. Participants are not to focus on proving that an item is, in fact, sexist. This activity is intended to examine a variety of perceptions about what makes certain items seem to be sexist in nature to some individuals and not sexist to others. It is essential that all points of view are respected.

4. *A representative from each small group reports the small group findings to members of the large group.*

5. *Trainer facilitates a discussion of the findings,* focusing on the following questions:

a. How did you feel while discussing these items?

b. Why did you feel that way?

c. Are the items representative or atypical?

d. What are the implications of our findings?

6. *Summarize the reactions* and relate them to *the goal of the activity.*

D(2). SEX ROLE COLLAGE OPTIONAL (2 hours)

Art materials, such as magazines, newspapers, advertisements, newsprint construction paper, glue, tape, scissors, felt tip markers, crayons, cloth scraps, yarn, string, cardboard tubes, tissue paper, glitter, etc. are to be assembled by the trainer before the exercise.

This exercise provides an excellent opportunity for exploring racial/cultural differences and similarities if participants represent a variety of racial/cultural groups.

INSTRUCTIONS

1. Instruct participants to use a variety of the assembled art materials to construct a collage representing:

A woman in our society is. . .

A man in our society is. . .

Participants may choose to do just one, or may

combine both in one collage. Allow participants one hour to complete collages.

2. When collages are done, divide participants into small groups of 5-7 each to discuss each collage. Each participant briefly explains his/her collage and answers any questions other group members may have. Each group prepares a list of themes and patterns that members feel describe how America views sex roles, and what sorts of images are projected by the media.

3. Display collages around the room so that they may be examined before participants meet again in the large group.

4. *Reassemble participants* back into large group and have each small group share its list with the large group.

Trainer records the lists on a chart, combining similar items to arrive at a summarized list. The list is then discussed.

E. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. *Distribute Handout #5:* Unit 1 Evaluation

2. *Allow participants 5 minutes to complete and leave in middle of table.*

Allow participants a 10 minute recess before continuing Unit 1.

F. DISCOVERING FACULTY ATTITUDES ABOUT SEXISM IN SCHOOL

(50 minutes)

This activity provides an excellent opportunity for exchanging information about various racial/ethnic minorities if the faculty has a pluralistic representation. For example, there is often a norm among Latinos which makes it inappropriate to discuss sex education in co-educational classes.

The extent to which the objective, to gather and analyze opinions of school personnel on some common school practices which discriminate between males and females, has been met can be determined by the extent of interaction and discussion of differences. An atmosphere of hostility and heated arguments would most likely not produce the analyzing of opinion, but would create defensiveness of participants' opinion.

INSTRUCTIONS

1. *Distribute Handout #6:* Faculty Opinionnaire on Sex Roles in Schools, (Elementary or Secondary Level). Participants should receive either the Elementary or Secondary Level Opinionnaire corresponding to their job responsibility. Allow participants 15 minutes to complete the opinionnaire.

2. Divide participants into small groups of 6-10 each, placing persons who have completed the same opinionnaire in the same group. If the entire group of participants is smaller than 15, it is not necessary to divide the group.

3. Have each group choose a reporter. Responses for the entire questionnaire should be tallied next in the small group situation. Use newsprint and large felt pens for the small group tally so that the entire group may see responses.

4. *Instruct the group to identify items on which there was the most disagreement and discuss these further, attempting to reach agreement, or at least clarifying values and opinions to determine why disagreement exists. Also, areas of strongest agreement should be noted, but they do not need to be discussed. Allow 15 minutes for the discussion.*

5. *The group reporters should summarize small group opinions to the large group, noting areas of strongest agreement and areas of unresolved disagreement.*

The trainer should note areas of agreement from each group on a chart in order for the whole group to see faculty attitude among the entire group.

Following this, *the trainer could note that the developers of the module and others familiar with the issues of sexism in education feel that the following responses would work against sexism in students:*

Secondary Level-

Strongly Agree - 1,5,7,9,11,12,14

Strongly Disagree - 2,3,4,6,8,10,13,15

Elementary Level-

Strongly Agree - 5,7,11,12,14

Strongly Disagree - 1,2,3,4,6,8,9,10,13,15

G. ADVANTAGES AND DISADVANTAGES OF REDUCING SEX STEREOTYPING IN SCHOOL (1 hour and 20 minutes)

There may be some hesitancy on the part of the participants to bring up disadvantages of reducing sex stereotyping in their schools. Since they undoubtedly will be aware of the basic values underlying the workshop, they may feel they are expressing unacceptable sentiments. Because of this, *an attitude of acceptance and respect for differing points of view on the part of the trainer is crucial for the success of this activity.* If the focus for the discussion is on the specific consequences of reducing, or not reducing, sex stereotyping in the school, free expression of ideas should be facilitated.

If the participants represent a variety of racial/cultural groups, groups may or may not represent differing perceptions in this activity. The existence of cultural groups as a factor which may affect perceptions in sex stereotyping can be explored.

INSTRUCTIONS

1. *Divide participants into small groups of 5-7 each. Have each group choose a reporter.*

2. *Distribute one large newsprint sheet and a felt-tip marker to each small group.*

3. *Instruct participants to list all the advantages and disadvantages of reducing sex stereotyping in their schools.* Reporter is to record group ideas on newsprint to share with large group later. *Allow 35 minutes for this task.*

4. When small groups are done, *re-assemble participants into large group and have each small group reporter share their list with the large group.*

5. *After all lists are completely reported out, the summarized lists are compared and discussed.* Effort should be made to find explicit ways in which the reduction of sex stereotying in school is or is not advantageous, and to explore the consequences for both teachers and students. *Allow 40 minutes for discussion.*

Give participants 10 minute recess before continuing to final activity of Unit 1.

H. CHECKING YOUR SCHOOLS FOR SEXISM (2 hours)

For those participants who are only taking part in Unit 1, this activity allows a concluding experience; one which makes them aware of sexism in their own school district, and of aspects within their own school district which are working against sexism.

Please note: The issue of racial/ethnic bias is as important as sex-role bias when analyzing instructional materials. However, the purpose of this activity is to focus on sex-role bias. Therefore, the trainer should focus participants' comments on racial/ethnic bias to show how minority women are represented in instructional materials.

INSTRUCTIONS

1. *Trainer presents lecturette on Sex Differences in Students and Their Causes, using the following narrative as a reference.* The narrative should not be read. It is more effective if presented less formally, with the additional material and information contributed by the trainer when appropriate.

DO NOT READ VERBATIM.
PARAPHRASE

This lecturette will document student outcomes which are sex differentiated, discuss the cause for these differences, and outline the role which schools can play in changing these student outcomes. DIFFERENCES IN MALE AND FEMALE STUDENTS CAN BE CATEGORIZED INTO ATTITUDES TOWARDS SELF AS A MEMBER OF ONE'S OWN SEX AND ATTITUDES TOWARD THE OTHER SEX GROUP, ACADEMIC PERFORMANCE AND CAREER PLANNING. Girls frequently see themselves and female adults as being less intelligent and less desirable than males. Boys hold this opinion even more strongly. In one experiment, fourth grade students reported that boys were not smarter than girls, nor girls smarter than boys, but daddies were smarter than mommies. (Howe, 1971) Grade school girls are less convinced than boys that it is great to be born a member of their sex. Girls are more susceptible to feelings of failure. In one study girls would repeat a puzzle they had successfully completed, whereas boys would challenge themselves with puzzles they had been unable to complete. (Frazier & Sadker, 1973) Both boys and girls do not believe that girls can be successful in traditional male roles. A study by Matina Horner indicated

that students believed that a woman who was at the top of her class in medical school would not be a successful doctor whereas a boy would. And, similarly, another study showed that a woman who had reportedly done a good job as a car mechanic, had actually made a mess of it.

Boys also suffer negative influences of sex role stereotyping in school. To shy away from games requiring rough physical contact, to exhibit fear in amounts greater than that revealed by peers of the same sex, or to enjoy dancing or "playing house" games "too much" are all risks for the young male in school. Labels or chastisements for such behavior are possible from both peers and teachers.

In later school years, deviations from stereotypic role expectations by males involve greater risks. Role definitions are more sharply defined, and deviations from those definitions often become symbolic cues which encourage isolation from or riducule by one's peers. The artistically inclined boy is often suspect, if he lacks athletic ability or other stereotypically masculine credentials. The boy who enjoys cooking, sewing, or knitting had better be physically imposing or keep his interests secret, if he values peer acceptance.

Girls are more passive and boys are more aggressive; aggressiveness has been positively linked with intelligence. (Howe, 1971) Children are convinced that boys are stronger and that girls are more silly. (Tavris, 1975) Finally, boys have such a negative attitude toward girls that one of the greatest insults toward them is the implication of being feminine.

Differences between male and female students occur in the area of academic performance. The Presidential Commission on the Status of Women has documented that of the top 10 percent of high school seniors, twice as many males as females have college plans. A decline in general achievement for girls starts at the Junior High level whereas underachievement for males starts earlier. This indicates that girls do not see a need for academic achievement as they consider their adult female sex roles. (Shaw & McCuen, 1960)

Differences in types of school achievement first appear in primary grades, with girls doing well in reading and verbal areas and boys excelling in analytic problem-solving, spatial relationships, and mathematics. More specifically, Paul Torrance, a psychologist interested in creativity, has found that girls have been reluctant to work with science toys while boys have shown problem solving ability. Even in the creative use of nurse's kits, boys have demonstrated more ingenuity.(Howe, 1971)

Career plans further illustrate evidence of sex role stereotyping. Girls are more inclined to see their options as being limited; both boys and girls, however, are little inclined to reverse sex roles in traditionally sex-tied jobs. In one study, 75 percent of a group of 6-8 year old girls envisioned themselves as teachers if they worked. In another study of ninth grade students, 25 percent of the boys and 3 percent of the girls said they would consider science or engineering for a vocation. (Iglitzin, 1972) Girls generally identify themselves in terms of marriage and, if careers are considered, they are often ancillary to the housewife-mother role and limited to choices of nurse, teacher, or secretary.

CAUSE OF SEX RELATED DIFFERENCES

It is difficult to document the cause for these sex-related differences. Of course, the HOME ENVIRONMENT is the primary socializing agent for the first five years, and many differences appear by age 5. In addition, MEDIA AND PEERS have an influential role in socializing. However, extensive research in the area of TEACHER EXPECTATIONS which initiated with the work of Rosenthal (1968), has documented that a TEACHER'S PERCEPTION OF ABILITY CAN INFLUENCE DIFFERENTIATED PERFORMANCE. In addition, a teacher can influence personality traits by enforcing alternate standards of behavior. This has been documented specifically in the area of sex role stereotyping. Serbin and O'Leary (1975) report that in a nursery school situation teachers gave boys two times more individual directions and physical and verbal rewards. Teachers helped boys staple whereas they did it for the girls, depriving them of the opportunity to learn. In a water-pouring experiment boys had the opportunity to

pour water in different sized containers, while girls could only watch. Higher expectations were held for boys in a nail-pounding activity. Teachers paid extra attention to boys who were aggressive and to girls who shyly hung close to the teacher, thus reinforcing sex stereotyped personality traits.

OTHER FACTORS IN THE SCHOOL WHICH REINFORCE AND TEACH SEX STEREOTYPED BEHAVIOR ARE: 1. ROLE MODELS (most elementary teachers are females whereas most principals at that level are male; high school science teachers are largely male), 2. READING AND MATH TEXTS (females appear less often as central characters; both male and female characters are highly sex stereotyped), 3. SOCIAL STUDIES AND SCIENCE TEXTS AND CURRICULUM (women's contributions are mostly omitted), 4. CHOICE OF COURSES (schools are only recently--with the pressure of Title IX requirements--beginning to integrate such courses as shop, home economics, family living, industrial arts and physical education), 5. EXTRACURRICULAR ACTIVITIES (patrol guards, A.V. clubs, debate teams have traditionally favored males; larger amounts of money have been spent on extra-mural athletics for boys), 6. COUNSELING AND GUIDANCE SERVICES (these services have, formally through differentiated vocational tests, and informally through counselors' comments, guided students into sex stereotyped career plans).

Much has been written about the effects of the hidden curriculum--those policies and practices of the school which make up the general school and classroom--on student learning. (Overly, 1970) Children receive much enculturation into existing roles and norms in society through the hidden curriculum. Overt lessons taught through the specific lesson plans and instructional processes have less impact on students' socialization into the existing society than what is learned through the examples of general school policy and practices and staff-student interaction. Since there tend to be many sex stereotyped policies, practices, and staff-student interaction as was cited earlier, one can see that schools, in addition to the media, home, and peers, do affect sex-differentiated student outcomes.

Here again, boys as well as girls are negatively influenced by sex role sterotyping. Teachers and administrators are too frequently participants in interactions which are humiliating to the boy who has long hair, or who seems "too sensitive", or whose voice is late in changing.

Professional employees can affect changes in sex stereotyped behavior. Torrance, after he had documented sex-differentiated behavior in the creative use of science toys with elementary students, asked teachers to cooperate in order to affect the attitudes of the girls. After a year, the girls participated as willingly and performed as well as the boys. (Howe, 1971) Teachers who reinforced undesirable behavior by giving extra attention found that when they modified their own behavior, the shy girl who clung to the teacher began to make friends, and the aggressive boy began to fight less. (Serbin & O'Leary, 1975) A curriculum designed to change student attitudes about role expectations exhibited that kindergarten, fifth, and ninth grade girls increased their adult role options, they found that girls could do a variety of jobs and that work and family could be combined. It is significant to note that the treatment was not only the curriculum, but teacher training to help teachers avoid differential treatment in their relationships with males and females. Not all boys changed as much as girls. Positive change was linked to an enthusiastic and committed teacher who used the new activities to a greater extent than other teachers. (Tavris, 1975)

With regard to the question of physical differences between boys and girls, there has been, in the past, a general acceptance of the "fact" that boys have greater strength and endurance than girls. Besides the obvious situation that has always existed, that many individual girls are in reality stronger and have more endurance than many individual boys, there exists evidence now that it is possible for girls, as a group, to develop equally to boys, as a group, in those areas. It is argued that it is socialization, and not basic differences, which has been primarily responsible for the boys' superior performance. After an extensive review of

research on this issue, Wilmore (1974) concluded:

...there still appear to be basic physiological differences between the male and female, although this review would suggest that these differences aren't as great as one might expect from data collected from 'normal' populations. With further training, better coaching, better equipment and facilities and a greater emphasis on women in sport, the gap between the sexes should close. Evidence suggests that those differences reported for normal individuals in previous studies are largely the result of the female becoming sedentary with the approach of menarche, whether this gap can be completely closed will have to await further study of a longitudinal nature.

In summary, students do exhibit sex-differentiated academic social and physical outcomes, schools are one of several socializing influences on these, and professional educators can effect some positive change in students. A significant way of dealing with sexism in the classroom is affecting the awareness and expectations of the professional staff. (Jacobs & Eaton, 1972).

Lecturette References

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Tavris, Carol. "It's Tough to Nip Sexism In the Bud." Psychology Today. (December, 1975.) p.58.

Wilmore, Jack H. "Inferiority of the Female Athlete: Myth or Reality." American College of Sports Medicine. 1974.

2. *Divide participants into small teams of 6-8 each.*

3. *Each team should receive copies of either Handout #7 or #8:* The Overt Curriculum or the Hidden Curriculum.

When several teams work on the same topic, this will offer a good comparison of team responses.

Each team should also receive one large sheet of newsprint and a felt-tip marker.

4. *Give the participants the following instructions:*

"We often think of the overt curriculum--the lesson plans, books, course offerings, students activities, and curriculum guidelines--as being the basis for what children learn. However, much has been written to document that the hidden curriculum--school policies and practices such as lining up, asking boys and girls to compete in spelling bees,offering some courses for males and some for females, spending unequal amounts of money on athletics for males and females--

provides a basis for socialization in our society.

You should complete your checklist individually. All items on the checklist are stated positively. Rate each item with one of the following responses:

1.	Totally present
2.	
3.	
4.	
5.	Totally absent
U	Unknown
NA	Not Applicable

The numbers 2, 3, 4 represent the range from 1) Totally present to 5) Totally absent. You should answer from your own opinion or knowledge. If you don't know the answer, even for your own classroom, then respond with unknown, try to find out, or answer the way you think. The column not applicable may be used in cases where the item does not apply to the grade level of students.

You should attempt to answer the statements in reference to the representation of the inservice population. If all participants are from one school, responses should indicate each of your perceptions for the school. If all participants represent the whole district, responses should indicate perceptions for this. Each of you should answer in reference to the situation in which you feel you have knowledge. If you feel knowledgeable only about your own classroom responses should reflect perceptions of that classroom. When the team combines responses, this tends to give a better overall perception.

When each person on the team has completed the checklist individually, all responses from the team should be recorded on newsprint.

Your team should identify those items on which there has been the most disagreement. These items should be discussed to see if the cause for these differences can be identified. If any individuals have changed responses, changes should be recorded on the team's tally sheet.

If any items have mostly unknown, discuss where the necessary information could be found. Decide which people on the team could get the information after the session.

Items which have mostly 4 and 5 answered, should be circled. This identifies areas in the school district which need changing. Also identify items with 1 and 2. This indiciates areas in the school district which are positively working against sexism.

Each team will then report a summary of their findings to the total group, identifying only items which are mostly 4 and 5, those which are mostly 1 and 2 and those on which there is considerable disagreement.

While you are completing your checklists individually, I will record the small group instructions on the board (chart) for you to refer to when you are ready to share answers."

5. *Record the following on chalkboard or chart so all participants can see clearly:*

Small Group Completion Checklist (45 minutes)

1. Complete checklist individually.

2. Tally team responses on newsprint sheet.

3. Identify items of most disagreement, items with mostly 4 and 5, and items with mostly 1 and 2.

4. Discuss items of disagreement and attempt to reach more agreement.

5. Choose a reporter to summarize findings to large group.

---

6. *Re-assemble participants to large group reporting and discussion. Allow 40 minutes for this task.*

7. *The trainer should summarize* by indicating those areas which are mostly 4 and 5, and those which are mostly 1 and 2. *The team tally sheets should be saved for Unit 2.*

8. *Distribute Handout #9:* Additional notes on the Use of The Overt Curriculum Checklist as a follow-up for participants to explore on their own.

I. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. *Distribute Handout #10:* Unit 1 Evaluation.

2. *Allow participants 5 minutes to complete and leave in middle of table.*

Handout #1
Unit 1
Workshop Activity B

Not at all aggressive	1	2	3	4	5	6	7	Very aggressive
Not at all independent	1	2	3	4	5	6	7	Very independent
Does not hide emotions at all	1	2	3	4	5	6	7	Always hides emotions
Very subjective	1	2	3	4	5	6	7	Very objective
Very easily influenced	1	2	3	4	5	6	7	Not at all easily influenced
Very submissive	1	2	3	4	5	6	7	Very dominant
Dislikes math & science very much	1	2	3	4	5	6	7	Likes math & science very much
Very excitable in minor crisis	1	2	3	4	5	6	7	Not at all excitable in a minor crisis
Very passive	1	2	3	4	5	6	7	Very active
Not at all competitive	1	2	3	4	5	6	7	Very competitive
Very illogical	1	2	3	4	5	6	7	Very logical
Very home orientated	1	2	3	4	5	6	7	Very worldly
Not at all skilled in business	1	2	3	4	5	6	7	Very skilled in business
Very sneaky	1	2	3	4	5	6	7	Very direct
Does not know the way of the world	1	2	3	4	5	6	7	Knows the way of the world
Feelings easily hurt	1	2	3	4	5	6	7	Feelings not easily hurt
Not at all adventurous	1	2	3	4	5	6	7	Very adventurous
Has difficulty making decisions	1	2	3	4	5	6	7	Can make decisions easily
Cries very easily	1	2	3	4	5	6	7	Never cries

Almost never acts as a leader	1	2	3	4	5	6	7	Almost always acts as a leader
Not at all self-confident	1	2	3	4	5	6	7	Very self-confident
Very uncomfortable about being aggressive	1	2	3	4	5	6	7	Not at all uncomfortable about being aggressive
Not at all ambitious	1	2	3	4	5	6	7	Very ambitious
Unable to separate feelings from ideas	1	2	3	4	5	6	7	Easily able to separate feelings from ideas
Very dependent	1	2	3	4	5	6	7	Not at all dependent
Very conceited about appearance	1	2	3	4	5	6	7	Never conceited about appearance
Very talkative	1	2	3	4	5	6	7	Not at all talkative
Very tactful	1	2	3	4	5	6	7	Very blunt
Very gentle	1	2	3	4	5	6	7	Very rough
Very aware of feelings of others	1	2	3	4	5	6	7	Not at all aware of feelings of others
Very religious	1	2	3	4	5	6	7	Not at all religious
Very interested in own appearance	1	2	3	4	5	6	7	Not at all interested in appearance
Very neat in habits	1	2	3	4	5	6	7	Very sloppy in habits
Very quiet	1	2	3	4	5	6	7	Very loud
Very strong need for security	1	2	3	4	5	6	7	Very little need for security
Enjoys art & literature very much	1	2	3	4	5	6	7	Does not enjoy art & literature at all
Easily expresses tender feelings	1	2	3	4	5	6	7	Does not express tender feelings at all

Handout #2
Unit 1
Workshop Activity C

1. Because I was a girl/boy I was treated differently in school in the following ways:

   a. elementary school . . . .
   b. middle school - junior high school . . . .
   c. senior high school . . . .

2. When I was growing up, women in my culture . . . .

3. When I was growing up, men in my culture . . . .

4. Women in my family thought a woman should be . . . .

5. Men in my family thought a woman should be . . . .

6. Women in my family thought a man should be . . . .

7. Men in my family thought a man should be . . . .

8. A woman should be . . . .

9. A man should be . . . .

10. My children will probably think a man should be . . . .

11. My children will probably think a woman should be . . . .

Handout #3
Unit 1
Workshop Activity C

Double Discrimination Against Minority Girls and Women

by Mary Ellen Verheyden-Hilliard

The burden of sex bias wrapped in ethnic bias is heavy and real and deserves special consideration.

Whether of Hispanic American, Asian American, Native American, Black or Afro American culture, each total group is burdened with stereotypes. Within each group are special stereotypes concerning the way the women of that group are supposed to act.

Some people believe that women of all groups and perhaps particularly minority group women should stand back and not compete for jobs with men.

Patent discrimination is implicit in the assumption that one group of people (women) should be expected to stand back while another group of people (men) move forward. Educators should be aware that 6.6 million women are heads of households and 29 percent of these are women of minority groups.

In 1971: 65 percent of the Puerto Rican families headed by women were living in poverty; 54 percent of Black families headed by women were living in poverty; and 27 percent of white families headed by women were living in poverty.

United States Census Bureau statistics indicate that the minority woman is at the bottom of the income ladder whether one discusses sex membership or minority membership.

Numerically there are more white women who work than there are minority women who work because the total number of adult white women (nearly 35 million) is about eight times greater than the total number of all adult minority women (nearly 4.5 million).

On a percentage basis, a somewhat larger percentage of minority women work than do white women but the gap is closing. In 1940, 37 percent of the minority women and 25 percent of white women were employed.

In 1973, about 49 percent of minority women and 44 percent of white women were employed. Since 1940, the numbers of white women who are returning to work has risen by nearly 24 million and the numbers of minority women workers has increased by more than 2.5 million.

Reprinted from: A Handbook for Workshops on Sex Equality in Education. Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association, Developed under a contract from the Department of HEW Office of Education, Women's Program Staff. p. 12. (1976).

Handout #4
Unit 1
Workshop Activity C

Living Conditions and the Minority Woman

Race and sex discrimination often combine to give the minority woman a double whammy. This results in lower economic status, poorer health and overcrowded living conditions. Minority women who work earn less than white women. The 1967 median income of year-round full time workers was as follows:

White Male - $7,518	White Woman - $4,380
Black Male - $4,837	Black Woman - $3,260 [1]

Minority women, when employed, are in service and domestic jobs such as hospital attendant, janitor, clerk or maid. Hospitals, for example, have highly trained, well paid white men at the top; intermediate paid white women in the middle; and poorly paid Black and Hispanic women at the bottom.

Although a somewhat larger percentage of minority women than white women work, unemployment is more severe for minority women. Unemployment refers to the people who are actively seeking, but unable to find, work. Among Puerto Rican women, for example, the unemployment rate in 1974 was 17.8% which was three times higher than the national rate. The rate for the Puerto Rican male was 8.8%. [2]

In 1974, the mortality rate for white females was 12.7 per thousand, for minority women the rate was 26.6. [3] Black women die four times more often than white women in childbirth. Hypertension related heart disease is reported to be 17 times higher for Black women than for white women. [4]

Black and Hispanic families headed by a woman are three times as often overcrowded as white families headed by a woman. [5]

There are many misconceptions about welfare. Some people believe that large amounts of their tax dollars go to support Blacks who are too lazy to work, so that they can buy liquor and fancy foods. In reality, the Findings of the 1971 AFDC Study by the U.S. Department of Health, Education and Welfare reports a different situation. Here are some myths

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1. Sonia Pressman, "Job Discrimination and the Black Woman," The Crisis, March, 1970.
2. Lourdes Miranda King, "Puertorriquenes in the United States," Civil Rights Digest, Spring, 1974, p.25.
3. HEW Report, May, 1975.
4. New York Times, February, 1973.
5. U.S. Bureau of the Census, 1972.

and facts about welfare:

Myth #1: People on welfare are just lazy; they could work if they wanted to.

Fact: Most people on welfare are children and the aged; others are blind or disabled; mothers with preschool children; or individuals employed with a low salary. Less than 1% are unemployed males.

Myth #2: There's lots of cheaters receiving welfare.

Fact: Less than .06 of the cases involved suspected fraud. Fewer than one-seventh of these required prosecution. This was negligible fraud compared to middle and upper income tax evasion.[6]

Myth #3: Once people are on welfare, it becomes a way of life.

Fact: The average welfare recipient gets benefits for two years.

Myth #4: People on welfare just keep having children to get more money.

Fact: The typical welfare family has three children. Each additional child receives a benefit of $35.00.

Myth #5: Welfare families spend money on liquor and fancy cars.

Fact: Most families spend extra money on food, clothes and better housing.

Myth #6: Most welfare children are illegitimate.

Fact: Only 1/3 of welfare children are illegitimate.

Myth #7: Welfare families are usually Black.

Fact: Black families comprise 46% of welfare recipients. A subsidy similar to welfare goes to wealthy farmers and corporations for not growing crops. Millions of dollars are spent in this way.

Myth #8: You can live easy on welfare.

Fact: The average monthly income varies for a family of four from $60 a month in Mississippi to $375 in Alaska. The income is always below poverty level.

Myth #9: Large amounts of the individual tax payer's dollars go to welfare.

Fact: The national per capita cost for AFDC is $15.45.

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6. Wisconsin Councilor, Wisconsin Council of Churches, 1971.

Handout #5
Unit 1
Workshop Activity E

UNIT 1 EVALUATION

For each item below, please circle the number which most nearly approximates your own response to that item. There is space provided for you to comment on each item, if you so desire. Please do not sign your name to this form.

1. Because of my participation in this unit, I am more aware of the effect of sexism in society on my own attitudes and behaviors.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

COMMENT: _____

_____

_____

2. Because of my participation in this Unit, I am more aware of the effect of sexism in society on the attitudes and behaviors of others.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

COMMENT: _____

_____

_____

3. Because of my participation in this Unit, I am more informed about the nature of sexism in our society.

NOT AT ALL _____ VERY MUCH SO

1 2 3 4 5

COMMENT: _____

_____

_____

4. Because of my participation in this Unit, I am more willing to alter those attitudes and behaviors of mine which have been influenced by sex-role stereotyping in our society.

NOT AT ALL _____ VERY MUCH SO

1 2 3 4 5

COMMENT: _____

_____

_____

Handout #6
Unit 1
Workshop Activity F

FACULTY OPINIONNAIRE ON SEX ROLES IN SCHOOLS
(Elementary Level)

1 STRONGLY AGREE	2 SOMEWHAT AGREE	3 UNDECIDED	4 SOMEWHAT DISAGREE	5 STRONGLY DISAGREE	
					1. It is all right for teachers to ask boys and girls to line up separately for recess and lunch.
					2. Since most girls will become housewives, texts should emphasize depicting women in that role.
					3. Since boys are rougher than girls, they should have their own designated playground areas.
					4. Boys and girls should be seated apart in the upper elmentary grades.
					5. Boys and girls should have physical education classes and activities together.
					6. Boys should do better in math than girls.
					7. Girls and boys who engage in fighting and swearing should be handled in the same way.
					8. If competition is used, it is desirable and motivational to have boys and girls compete against each other academically in such things as spelling bees, better grades in a test, etc.
					9. It is all right to ask the boys but not the girls to do the more mechanical tasks such as running audio-visual equipment.
					10. It is all right if math problems mostly show girls in cooking and sewing and traditional female roles but do not include them in traditional male activities like carpentry.
					11. The existence of sexist practices and attitudes in school and society should be discussed with students.
					12. It is important to have men as well as women for primary teachers.
					13. Materials and lessons should be realistic, therefore, men and not women, should be shown as doctors or pilots.

STRONGLY AGREE		SOMEWHAT AGREE		UNDECIDED		SOMEWHAT DISAGREE		STRONGLY DISAGREE	
1		2		3		4		5	14. Language should be free from sex bias so that terms like humans should be used for mankind, he/she for he, fire fighter for fireman.
									15. Grouping books under the categories "boys" and "girls" is a good idea since it makes it easier for all students to find books in which they are interested.

FACULTY OPINIONNAIRE ON SEX ROLES IN SCHOOLS
(Secondary Level)

Check each item with a number from one to five which most accurately reflects your opinion.

STRONGLY AGREE	SOMEWHAT AGREE	UNDECIDED	SOMEWHAT DISAGREE	STRONGLY DISAGREE	
1	2	3	4	5	1. Male and female students should be equally exposed to stories about women in American History.
					2. It is more important for female students than male students to be neat and modest.
					3. Boys should be encouraged to take cooking classes.
					4. Male and female students should generally be seated apart from each other.
					5. Female students should be allowed to play on the same varsity basketball team as males.
					6. Male students should generally do better in math.
					7. Male and female students who engage in fighting and swearing should be handled the same way.
					8. Female students should be encouraged to play some instrument like the violin rather than the drums.
					9. Any instructional material which contains sex bias should be analyzed for the bias with students, if it is used.
					10. Pregnant students should be excluded from regular classes after the 6th month.
					11. The existence of sexist practices in school and society should be discussed in class.
					12. Cheerleaders should include both male and female students.
					13. Career counseling should be realistic; therefore women, and not men, should be portrayed in the field of child care.
					14. Language should be free from sex bias so that terms like humans should be used for mankind, he/she for he, fire fighter for fireman.
					15. It is better to have men as vice-principals since they carry the heaviest disciplinary responsibilities.

65

Handout #7
Unit 1
Workshop Activity H

Checking Your Schools for Sexism-Overt Curriculum Checklist

ALMOST ALWAYS PRESENT				ALMOST NEVER PRESENT	UNKNOWN	NON-APPLICABLE	
1	2	3	4	5	UNA		1. Instructional materials show main characters in literature as frequently female as male.
							2. Instructional materials are free from stereotypes in personality characteristics and activity (girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.)
							3. Instructional materials are free from reinforcing traditional career patterns (for example both men and women share in housework and child rearing; both men and women are engaged in a variety of career options; men are shown in occupations traditionally female; women are shown in occupations traditionally male).
							4. a. Instructional materials show contributions by women in many fields (for example politics, science, law, social services, the arts, etc.). b. Women from many racial/ethnic groups are shown in instructional materials.
							5. Instructional materials are free from specific derogatory stereotyped sex roles (for example the boy sissy, the Black dominant mother, the wicked stepmother, the tom boy who does and should turn "feminine").
							6. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices, personal characteristics.
							7. Instructional materials emphasize present diverse standards of physical appearance for both men and women.

ALMOST ALWAYS PRESENT				ALMOST ALWAYS ABSENT	UNKNOWN	NON-APPLICABLE	
1	2	3	4	5	U	NA	8. Instructional materials use language which is free from sex bias (for example he/she is used instead of he; humans instead of men; ancestors instead of forefathers; letter carrier instead of mailman; chairperson instead of chairman).
							9. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
							10. There is a written policy for selecting instructional materials which are bias free.
							11. Personnel responsible for the selection of instructional materials attempt to make bias free decisions.
							12. a. All courses are open to males and females. No course carries the implication that it is specifically for one gender. b. Faculty attempts to encourage both male and female enrollment in courses which have been traditionally taken by one gender.
							13. Special activities <u>within</u> courses are open to both males and females (for example both girls and boys are encouraged to cross-stitch and hammer).
							14. a. Male and female students are grouped by ability and not by sex for all activities including physical education, except in contact sports. b. Male and female students are grouped by ability and not by sex for all activities including chorus.

Handout #8
Unit 1
Workshop Activity H

Checking Your Schools for Sexism-Hidden Curriculum Checklist

ALMOST ALWAYS PRESENT				ALMOST NEVER PRESENT	UNKNOWN	NON-APPLICABLE	
1	2	3	4	5	U	NA	
							1. Competition between male and female students is discouraged (for example spelling bees, lining up quicker, holding one group as the example, sports).
							2. Teachers hold similar expectations for male and female students in the curriculum areas: a. reading b. math c. science d. athletics e. cooking f. other
							3. a. There are the same standards for males and females in regard to swearing. b. There are the same standards for males and females in regard to being fearful and crying. c. There are the same standards for males and females in regard to fighting, aggressiveness and hitting.
							4. Punishment is fair and unbiased. a. It is the same for males and females for the same offense. b. Contact with or proximity to the opposite sex is not considered punishment.
							5. Derogatory comments or behaviors of students of one sex toward the other are discussed by the teacher in class.
							6. Dress and appearance standards are the same for male and female students (for example boys and girls may wear their hair as they choose).
							7. Both male and female students are encouraged to consider a broad range of choices for adult life occupation: a. by teachers b. by counselors
							8. The same tests for vocational education guidance are given to male and female students.

ALMOST ALWAYS PRESENT				ALMOST NEVER PRESENT	UNKNOWN	NON-APPLICABLE	
1	2	3	4	5	U	NA	
							9. Similar roles and relations with male and female parents are maintained (for example both mothers and fathers or parents are invited to attend conferences, be room parents, attend PTA, go on field trips).
							10. a. Students who are pregnant are treated the same as other students.
							b. Students who have children are treated the same as other students.
							c. Students who are married are treated the same as other students.
							11. All classroom and school jobs or honors are distributed evenly among male and female students:
							a. patrol
							b. guides
							c. audio-visual attendants
							d. other
							12. a. Leadership positions (for example class and school officers) are evenly distributed among male and female students.
							b. If the positions which are student elected are sex stereotyped, school personnel are attempting to change this.
							13. Extracurricular activities are free from sex stereotyping into traditional roles:
							a. female students as cheerleaders
							b. male students as audio-visual club
							c. debate team
							d. chess club
							e. extramural sports
							f. others
							14. a. All intramural and extramural sports are open to males and females on the same teams except contact sports.
							b. There is an option for females to have their own teams in the contact sports with equal resources (for example coaching time, equipment, facilities, money for travel).

ALMOST ALWAYS PRESENT				ALMOST NEVER PRESENT	UNKNOWN	NON-APPLICABLE	
1	2	3	4	5	U	NA	
							15. Female and male students have equal access to facilities. a. playground b. gym
							16. Teachers present good models to students in that they work and socialize at school in sex integrated groups.
							17. Male and female teachers have the same extra responsibilities or jobs, such as hall duty, playground.
							18. There are nondiscriminating personnel policies and practices towards: a. pregnancy (one can use sick days and take a leave of absence) b. infant care (both mothers and fathers could take a leave of absence) c. marriage (it is not a consideration in hiring)
							19. a. There are fair objective criteria for promotion. b. The district has an affirmative action policy for promotion if male-female promotion has not been representative of the staff.

Handout #9
Unit 1
Workshop Activity H

ADDITIONAL NOTES ON THE USE OF
THE OVERT CURRICULUM CHECKLIST

If the participants who have used the Overt Curriculum Checklist have found sex bias in materials, they should be encouraged to discuss what can be done about such bias. This is especially important if they are not going on to Unit 2 and 3 of this Module. The following are some suggested strategies:

1. Point out bias to students and ask students to suggest and/or write changes in the materials.

2. Ask students themselves to identify bias in materials and suggest appropriate changes.

3. Introduce supplementary materials to compensate for bias.

4. Provide opportunities for students to write to producers of materials to point out bias.

5. Provide opportunities for students to develop a bulletin board demonstrating existence of bias in materials and examples of bias free materials.

6. Include criteria relative to sex bias in materials in district guidelines for selecting and purchasing instructional materials.

7. Meet with personnel responsible for the selection of materials in order to help them make decisions which reflect a concern to avoid sex bias.

8. Develop a program, newsletter or slide show to demonstrate the existence of sex bias in materials to other school personnel.

Handout #10
Unit 1
Workshop Activity I

UNIT 1 EVALUATION

For each item below, please circle the number which most nearly approximates your own response to that item. There is space provided for you to comment on each item, if you so desire. Please do not sign your name to this form.

1. Because of my participation in this unit, I am more aware of the effect of sexism in society on my own attitudes and behaviors.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

Comment: _____

_____

_____

2. Because of my participation in this unit, I am more aware of the effect of sexism in society on the attitudes and behaviors of others.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

Comment: _____

_____

_____

3. Because of my participation in this unit, I am more informed about the nature of sexism in our society.

NOT AT ALL _____ VERY MUCH SO

1 2 3 4 5

Comment: _____

_____

_____

4. Because of my participation in this unit, I am more willing to alter those attitudes and behaviors of mine which have been influenced by sex role stereotyping in our society.

NOT AT ALL _____ VERY MUCH SO

1 2 3 4 5

Comment: _____

_____

_____

Unit 2
Setting Goals to Reduce Sexism in One's Own School

SUMMARY

This unit consists of two parts.

The purpose of the first part is to encourage participants to report sexist situations observed in their own schools.

Method:

1. Trainer leads the group in examination of sexist situations, either using role-play or instances of personal experience.
2. Trainer provides focus for a discussion of alternative teacher responses to sexist situations.

The purpose of the second part is to encourage participants to explore distinctions between the real and the ideal as they deal with goal-setting activity.

Method:

1. Trainer presents a lecturette on the goal-setting process.
2. Trainer leads small groups in analyzing a real problem from experiences identified in Unit 1.

UNIT 2

SETTING GOALS TO REDUCE SEXISM IN ONE'S OWN SCHOOL

RATIONALE

Examination of situations which potentially reinforce sex role stereotyping and the consequences of alternative approaches to dealing with those situations is necessary to enhance awareness at the personal level regarding "real" school situations.

Collective effort to envision the way things ought to be (ideal) often helps groups to become more aware of what it is they are working toward. When this ideal is placed next to a description of the way things actually are (real), it becomes easier to identify those obstacles which keep a situation from moving from the real toward a more desirable ideal. Selected obstacles then become specific goals which can be worked toward by interested persons.

Goal-setting is a difficult task, and is often hastily done by groups, or overlooked entirely. This activity provides a practical structure for the identification of specific goals.

OBJECTIVES

1. To record sexist situations in classrooms and to explore alternative responses to these situations.

2. To determine specific obstacles to becoming an ideal school (non-sexist), and to identify specific goals to work toward which reduce or eliminate those obstacles.

MATERIALS

Team summary sheets from Overt and Hidden Curriculum Checklists
(Workshop Activity H, Unit 1)
Newsprint
Masking Tape
Felt-tip pens
Handouts:
#11: Unit 2 Evaluation

TIME

4 hours

WORKSHOP ACTIVITIES

A. SEXIST SITUATIONS IN SCHOOL: TEACHABLE MOMENTS (2 hours)

Prior to this activity, all participants will be asked to watch for sexist situations which develop around school--in their classrooms, or elsewhere--and to record them. During the activity, participants will snare in small groups, the situations they have collected. In each case group discussion will focus on alternative teacher responses which would have been appropriate in diminishing the effects of sexism and in creating a constructive learning experience for the student involved. Situations may be role-played where that technique is suitable.

It is possible that some participants will come to the session without having collected any examples of sexist situations. If this should happen the trainer should have available some of her/his own examples. Ten sample situations are listed below. They may be selected according to age level appropriateness. However, the trainer is encouraged to elicit the examples from the participants if at all possible.

Suggested Discussion/Role-Play Situations

1. In electing class officers your class consistently elects a boy for president and a girl for secretary.

2. Teams for competitive classroom games, such as spelling bees, are consistently formed on the basis of sex. A child comes to you one day and asks, "Why is it always the boys against the girls?"

3. A girl taunts and teases a boy for quite some time. Finally, he hits her. She screams that boys shouldn't hit girls. (The issue of the physical expression of aggression, obviously, must be dealt with in this case. But the girl's expressed attitude must be addressed as well.)

4. There has been disruptive behavior in the school cafeteria for a number of days. The faculty member in charge announces that as punishment students will be required to sit at the lunch tables in boy-girl-boy-girl order until behavior improves. You hear about this in a discussion in the teachers' lounge.

5. A boy in the class discovers his lunch money has been lost and begins crying. Other children begin calling him a "sissy".

6. A girl requests Industrial Arts as an elective class. Her mother comes to school quite concerned and asks you to deny the request because she says she does not want her daughter ridiculed and also because she sees no necessity for her daughter taking such a course.

7. A boy in the class is having trouble lifting a pile of books. A

girl who is stronger than he offers to help and carries the books quite easily. Another child says, "Look at Milly the weight lifter, she's got muscles like a man!" and everyone laughs.

8. Volunteers for the following jobs are requested by the school office:

   Nurse's helper
   Secretary's helper
   Kindergarten helper
   Ball monitor for the playground
   Crossing guard
   Table and chair helper for the cafeteria

   Only girls volunteer for the first three and only boys for the last three.

9. During free-time in the classroom, you overhear a boy telling a joke to a group of 5 or 6 other students. The joke is a Polish joke, aimed at making fun of Polish men for ostensible lack of heroism during wartime.

10. You teach in an all-white school. During a discussion of current social issues, a student volunteers the opinion that "most colored men are on welfare because they're lazy." A number of other students nod in agreement.

INSTRUCTIONS

1. *Divide participants into small groups of 5-7 each.*

Trainer can choose to have participants either describe their sexist situations or role-play the situations first, before small group discussion focuses on alternative teacher responses to the sexist situation that would have diminished the effects of the sexism and turned the incident into a constructive learning experience for the student involved.

Should the trainer elect to use a role-playing technique in the discussion (this is strongly suggested), the following instructions format should be followed.

2. Participants should be instructed to list, in the small groups, the sexist situations previously recorded.

3. Participants, other than the individual who reported the situation, should role-play each incident and the ways in which they would respond.

4. Discussion should follow focusing on the

advantages and disadvantages of the ways in which the situations were handled.

Allow 55 minutes for small group discussion.

5. In the large group, each small group should be asked to role-play one representative incident chosen from those that were shared in the small group.

Allow 55 minutes for large group discussion.

B. ANALYSIS OF THE REAL AND THE IDEAL (2 hours)

In each step of this goal-setting activity, strive for specificity. This especially applies to listing obstacles separating the "real" and the "ideal", since any obstacle might be selected as a goal. Value or fuzzy statements are difficult to work with, at best.

Be sure all group efforts are written on large newsprint; this helps the group focus its thinking, and facilitates later reporting. Save all sheets after the session for future reference. This task demands collective effort. The temptation may be for participants to short-circuit the process by listing too few obstacles, or by listing them so vaguely their meaning is diffused. As trainer, you can help by encouraging groups if they seem frustrated by the task, by pointing out in advance the need to focus on the task at hand.

If a group selects an inappropriate obstacle as a goal to work on, e.g., one that is too easily accomplished, encourage the members to select a second goal as well.

If a group selects an obstacle as a goal which is virtually impossible (example: raising the consciousness about sex role stereotyping in some individuals), encourage them to select a new goal, one with which they have a greater chance for success. Trainers will need to be sensitive to the possibility of any discrepancies emerging between the listed characteristics of an "ideal" situation and the cultural values and norms of the population being served by the school. This is most likely to occur where a predominately white, middle class faculty lists "ideal" characteristics for a school population largely represented by third world peoples. If trainers find themselves in this situation, it is recommended that representatives of the groups are involved; i.e., invited to the session when "ideal" lists are created. This should serve to heighten the awareness of the teachers involved and to limit the possibility of derogatory or unreal "ideal" characteristics being included.

This "real"/"ideal" model for goal-setting is the authors' adaptation of an approach described by psychologist William Tutman.

INSTRUCTIONS

1. *Present a lecturette on the goal-setting process*, using the following narrative as reference. The narrative should not be read. It will be more effective if presented less formally.

DO NOT READ VERBATIM.
PARAPHRASE

All of us have set goals, both personal and professional. Doing so gives direction to our behavior, makes us conscious of our progress (or lack of it), and helps us make more effective use of time. To act without setting goals is to behave randomly, using time and effort ineffectively as we "spin our wheels".

In the workshop activity, we will be using a goal-setting process to focus on solutions to the problem of sexism in schools. First, we will reflect on the situation in question as it actually exists--the reality of the circumstances and conditions involved. The elements of this reality can usually be identified and described clearly. Looking at sexist conditions as they exist in a school, for example, a faculty might note that women are usually portrayed in basic readers as housewives working in kitchens and caring for children, or that men teachers are expected to handle discipline cases more than women teachers.

After the "real" situation is accurately described, it is then helpful to think about how things should be, or the "ideal" situation. Examples in an ideal (in this case, a non-sexist school environment) situation might be that women are depicted in readers in a variety of roles both in and away from the home, or that responsibility for discipline is equally held by all faculty members.

After both lists are complete, each can be refined by consensus.

Additions, deletions, or clarifications might be necessary to make both lists as descriptive as possible of the group's perceptions of "real" and "ideal" situations.

The third step is to enumerate those things

that keep a situation from shifting from the "real" toward the "ideal". What obstacles block progress toward the more desirable circumstances? Again, these are listed as explicitly as possible. "Money for new textbooks is limited," or "texts are not scrutinized for sexist content prior to purchase" might be examples of obstacles.

The selection of one obstacle to eliminate or minimize represents the identification of a goal. The obstacle identified can now be restated as a goal statement.

In doing this, several criteria should be met:

BE SPECIFIC. "We will screen all textbooks for sexism" has less specificity as a goal than, to organize a representative board to routinely examine texts under consideration for purchase for sexist content, using selected criteria.

THE GOAL SHOULD BE ATTAINABLE. When unreachable goals are set, frustration and discouragement are the inevitable result. "The elimination of sexist attitudes among all faculty" is a less achievable goal than is "To inform faculty of specific inequities between men and women through presentations at their staff meetings".

THOSE WHO SET A GOAL SHOULD HAVE SOME CONTROL OVER ITS COMPLETION. To aim toward replacing all members of a school board, for example, may or may not be laudable, but those who set the goal will have minimal control over the factors involved or resources needed to achieve it.

THE RESULTS OF ACHIEVING A GOAL SHOULD BE OBSERVABLE. One needs to establish whether the criteria for success have been met. "To reduce my favoritism toward boys" is, for example, less observable as a goal than is "To record the assignment of classroom chores to assure their proportionate distribution among boys and girls."

2. *Announce to participants* that they will be working in small groups on tasks related to the two major headings from the "Checking Your Schools for Sexism" checklist: Overt Curriculum and Hidden Curriculum, (Workshop

Activity H, Unit 1). Suggest that they go to whichever of the two topics is of most interest to them. *You may want more than one group for each of the two topics, if your total group is large. Try to keep the small groups between 5 and 8 participants.*

3. *Ask the groups to think about what the "ideal" situation would be, related to their topics.* That is, what would things be like within that category if they were totally non-sexist. *Have them list specific ideal characteristics on newsprint, as they are suggested.*

4. *After about 15 minutes, ask the groups to create a new list of "real" characteristics--* the way things actually are within their topics. *Encourage participants here to use their completed checklists from the "Checking Your Schools for Sexism" activity to refresh their memories about existing conditions.*

5. *After 15 minutes more, instruct the groups to look at both the "real" and "ideal" lists with the question in mind:* "What keeps us from moving from the real to the ideal?" *The groups are then asked to list all the obstacles they can think of to achieving the ideal. Specificity should be stressed, as these obstacles will later form the basis for goal-selection.*

6. After another 15 minute period, the groups should respond to the following questions relating to their lists of obstacles:

a. Place a number 1, 2, or 3 by each obstacle:

1 = the obstacle can be reduced or eliminated easily.

2 = it is possible but relatively difficult to reduce or eliminate the obstacle.

3 = it seems virtually impossible to reduce or eliminate the obstacle.

Allow participants 10 minutes to complete this task.

b. Place a <u>yes</u> or <u>no</u> after each obstacle:

a yes = if the group feels it has the resources to deal with the obstacle (resources refers to whatever time, materials, talents, influence or persons are necessary to affect a change);

a no = if the group feels it does not have the resources to reduce or eliminate the obstacle.

Allow participants about 10 minutes to complete this task.

c. Have each group agree on one obstacle they would like to reduce or eliminate. Their selection should be from among those obstacles which are marked "1" (can be altered with relative ease) and "yes" obstacle is a group goal: its reduction or elimination.

Allow participants about 10 minutes to complete this task.

7. *Have each small group report its work to all other participants.* Reports should include lists of real and ideal characteristics, obstacles, and the reasons why the obstacle they identified as a goal was chosen. *The amount of time this takes is determined by the number of small groups reporting: Try to keep reports to 5 minutes maximum.*

8. *Inform the group* that the next session on problem-solving will be spent on making plans for achieving their goal.

C. UNIT EVALUATION

INSTRUCTIONS

1. *Distribute Handout #11:* Unit 2 Evaluation.

2. *Allow 5 minutes for participants to complete and leave in middle of table.*

Handout #11
Unit 2
Workshop Activity C

UNIT 2 EVALUATION

For each item below, please circle the number which most nearly approximates your own response to that item. There is space provided for you to comment on each item, if you so desire. Please do not sign your name to this form.

1. Because of my participation in this activity, I am more aware of the effect of sex role stereotyping on my own teaching.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

Comment: _____

_____

_____

2. Because of my participation in this activity, I am more aware of the impact of sex role stereotyping in my school system.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

Comment: _____

_____

_____

3. Because of my participation in this activity, I am more aware of the impact of sex role stereotying in education generally.

NO NEW AWARENESS _____ VERY STRONG NEW AWARENESS

1 2 3 4 5

Comment: _____

_____

_____

4. Because of my participation in this activity, I feel more equipped to combat the effects of sex role stereotyping in my school.

NOT AT ALL _____ VERY MUCH SO

1 2 3 4 5

Comment: _____

_____

_____

Unit 3
Planning in Task Forces

SUMMARY

This unit consists of two parts.

The purpose of the first part is to provide participants with a problem-solving experience.

Method:

1. Trainer explains that groups will concentrate their major effort during the unit on attaining the goals they identified in Unit 2.
2. Trainer distributes two guidesheets to assist participants with problem-solving task.

The purpose of the second part is to provide an opportunity to evaluate the total module.

Method:

1. Trainer summarizes the successful focus areas of the module and relates the actual progression in group activity to the objectives of the module.
2. Trainer distributes surveys and evaluation forms.

UNIT 3

ACTION PLANNING IN TASK FORCES

RATIONALE

To attempt to arrive at selected goals (elimination or reduction of chosen "obstacles" in the previous exercise) without guidance and careful planning is to invite tactical disaster. Often, teachers are not trained in systematic problem-solving. Careful delineation of what needs to be accomplished has to be accompanied by knowing how it will be achieved. What steps will be taken, and in what sequence? What resources will be used? When? Who will take responsibility for each task? How will the group know when it has reached its objective? All these questions need answers, and provide the reason for this particular activity.

OBJECTIVES

1. To assist participants in effective planning for the successful completion of their selected goals.

MATERIALS

Newsprint sheets from preceding activity B, Unit 2.
Blank newprint sheets
Felt-tip pens
Masking tape
Handouts
- #12 Problem-Solving Guidesheet
- #13 Problem-Solving Guidesheet: Summary and Reporting Schedule
- #14 Resource Bibliography

TIME

4 hours

WORKSHOP ACTIVITIES

A. PROBLEM-SOLVING (4 hours)

Problem-solving is hard work, particularly when problems are complex and find their roots in many causes. Teacher groups sometimes become frustrated during this planning phase, and are tempted to cut corners. Encourage thoroughness at each step. Acknowledge that the task is indeed difficult, but that there is no short-cut.

As you move from group to group, try asking questions about the group's work, rather than making judgmental statements about it. Groups that seem to be floundering may be having problems because their original goal-statement is too broad or too unclear. Refer groups back to their

goal-statement, asking if they stated precisely what was intended.

Another possible problem at this stage might reside in the dynamics of the group's communications or in the extent of involvement. Encourage full participation, through directing open-ended questions toward those who seem uninvolved, i.e., "What do you think is the problem right now?", or "Do you have any suggestions for the group?"

It is critical to record the names of those who are assuming responsibility for certain tasks, and to record the dates when the completion of those tasks is expected. This forms an important basis on which to judge the progress of the group toward its goal.

Keep in mind that the thoroughness of problem-solving planning during this exercise will be determined in part by the amount of workshop time available to the district after this session, or by the willingness of groups to continue work on their own. Districts with more workshop time scheduled will be able to continue their tasks without much interruption. In districts where workshop time is limited, effort should be made to complete the planning steps during this session.

INSTRUCTIONS

1. *Inform participants* that the majority of this session will be spent on planning how they will reach the goals they have selected. *Distribute Handout #12 and #13:* Problem Solving Guidesheet and Problem Solving Guidesheet Summary and Reporting Schedule. Announce to participants that the sheet is designed to take them through the problem-solving steps.

2. *Have participants refer to the problem-solving steps on the guide sheet, while you comment on each step.*

3. *Instruct participants to break into the same groups they were in during the last session,* and to begin work on their *selected goals. During this phase of work, responses to each problem-solving step should be recorded on newsprint,* so that the entire group can focus its attention on each step of the process.

4. *Allow the groups to pursue their work for at least 2 hours. During this time, divide your attention as facilitator among the groups, in each case encouraging groups to record all steps, and to be as specific and thorough as possible.*

5. *Re-assemble into large group and request*

that one person from each group report on their group's planning progress, using their newsprint recording as a visual aid. *Allow an hour for this reporting/group feedback process.*

6. *Summarize* the day's activities with the following:

"We have spent the day developing skills used to identify a problem area, identify the "real" and "ideal" elements of a situation and the obstacles that hinder change. We built upon those skills to develop more complex skills in goal-setting and problem-solving planning.

At this point you are prepared to put these skills into action. By creating a Task Force, and using your problem-solving planning sheet, you can begin to effect change in your own school district.

While this module has brought you to this point of skill development, we leave the responsibility of Task Force action to you.

I will distribute Handout #14: A Resource Bibliography, for you to use as further help in your Task Force planning. You will have 20 minutes to meet and set up specific times among your Task Force to meet again to share progress towards reaching your goal. We strongly suggest that you meet as often as possible, so that enthusiasm will not wane and group members will have a clear idea of progress made on all fronts."

Good Luck!

B. MODULE EVALUATION (Optional) (15 minutes)

INSTRUCTIONS

1. *Distribute the Post-Opinion Surveys I and II. Allow participants 10 minutes to complete and leave in middle of table.*

2. *Distribute Survey III. Allow participants 5 minutes to complete and leave in middle of table.*

Problem-Solving Guidesheet *

Each work group should move step-by-step through the following seven problem-solving steps. (It is often necessary to back up and reconsider previous steps, as new information is gathered, or as unanticipated questions arise.)

1. Define the Problem

   a. Describe the way things are. (Real)

   b. Describe the way things ought to be. (Ideal)

   c. Describe the obstacles, or barriers, that exist to obstruct movement from a to b.

   d. Identify specific barriers to work on. Each selected barrier becomes a problem to be addressed.

2. Identify Goals

   a. Identify what specifically needs to be done to alleviate the problems identified. Write these as goal statements.

   b. Check goal statements to be sure they say exactly what was intended.

   c. Check goal statements to insure that the group feels they are achievable

3. Establish Completion Criteria

   a. Answer this question: How will you know when you have achieved what you set out to do?

   b. List the signals (evidence) or criteria which will inform you that your goals have been reached. (These might be altered behaviors, written policy changes, voting results, the presence or use of new materials, the creation of a new group or committee, etc.)

4. Planning Strategies

   a. List how the goal is to be reached.

   b. Put the steps in (a) above in the sequence of their anticipated completion.

* The steps in this process are credited to a mimeographed paper prepared by Psychologist William Tutman, Washington, D.C.

c. Agree which persons will assume responsibility for each of the steps to be completed.

5. Identify Resources

List the Resources (time, money, materials, space, people, knowledge, etc.) which are needed to reach the goals established.

6. Allocate Resources

a. Indicate which resources are in fact available for the solution of the problem at hand.

b. Indicate which group members have control over or access to which resources.

c. Identify the assets and liabilities which might accrue to the persons in (b), should they commit each resource to the attainment of the goal.

d. Based on (c), determine which resources will be used.

7. Design for Reporting Progress

a. Place information from previous steps on the attached "Problem-Solving Guidesheet Summary" and reporting schedule.

b. Add information in "Reporting Progress" columns. (You will need to decide who needs to know what is going on, when they should know it, who will report it, and how it will be reported (oral, written, formal report, etc.).

Handout #13
Unit 3
Workshop Activity A

PROBLEM SOLVING GUIDESHEET
SUMMARY AND REPORTING SCHEDULE

TASK OR ACTIVITY TO BE ACCOMPLISHED	PURPOSE	BY WHOM	DATE TO BE COMPLETED	USING WHAT RESOURCES	REPORTING PROGRESS			
					TO WHOM	WHEN	BY WHOM	HOW REPORTED

Nature of Change Observed	1 Month	3 Months	6 Months
I. Classroom Practices - (Examples: Discusses impact of sex role stereotyping with class; eliminated practice of seating or dismissing students by sex) (List observed changes below; check occurrence in appropriate columns to right) A. B. C. D. E.			

Nature of Change Observed	1 Month	3 Months	6 Months
II. Texts and Instructional Materials - (Examples: Has developed criteria for examining materials for sex bias; uses criteria; has taught students to use criteria) A. B. C. D. E.			

Nature of Change Observed	1 Month	3 Months	6 Months
III. Extra-Curricular Activities - (Examples: Introduced activities which increased opportunities in athletics for girls)			
A.			
B.			
C.			
D.			
E.			

Nature of Change Observed	1 Month	3 Months	6 Months
IV. Personal Behaviors - (Examples: Read about sex role stereotyping; confronted sex stereotyping behaviors)			
A.			
B.			
C.			
D.			
E.			
V. Miscellany			
A.			
B.			
C.			
D.			
E.			

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